

## UNIT 4: HIGH SCHOOL – UNITED STATES HISTORY

### WORLD WAR II, THE COLD WAR, AND INTERNATIONAL RELATIONS: TERMINATION AND RELOCATION

#### Level 2

#### Instructional Support Materials

Webquest: <http://zunal.com/introduction.php?w=64555> (Available soon-being updated)

[\*The Urban Relocation Program – We R Native\*](#)

[\*Federal Relocation Quiz\*](#)

[\*Federal Relocation Quiz \(Spanish Language Version\)\*](#)

[\*Federal Relocation Quiz Answer KEY\*](#)

[\*Federal Relocation Questions\*](#)

[\*Federal Relocation Questions \(Spanish Language Version\)\*](#)

[\*Federal Relocation Questions Answer KEY\*](#)

[\*Federal Relocation Graphic Organizer\*](#)

[\*Federal Relocation Graphic Organizer \(Spanish Language Version\)\*](#)

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#### Learning Goals

Students will:

- Evaluate how the federal Relocation program under the policy of termination affected various tribal nations through the stories of individual members of the tribe.
  - Analyze why the federal Relocation program was implemented.
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**Time:** 2 class periods

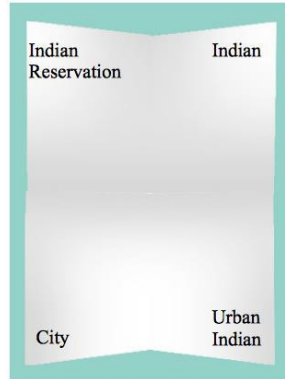
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#### Learning Activities

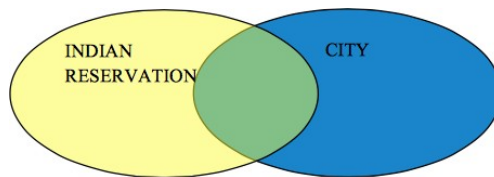
##### Day 1

1. Distribute a sheet of 8 ½ x 11 paper to each student.
  - a. Have students fold the paper into fourths.
  - b. Ask students to label a box “Indian Reservation”.
  - c. Give students 1 minute to draw a picture of a reservation or create a collection of words that describe a reservation.
  - d. Ask students to label a box “Indian” or “Native American”. Give students 1 minute to draw a picture of an Indian or create a collection of words that describe an Indian.
  - e. Ask students to label a box “City”. Give students 1 minute to draw a picture of a city or create a collection of words that describe a city.

- f. Ask students to label a [box](#) “Urban Indian”. Give students 1 minute to draw a picture of an “Urban Indian” or create a collection of words that may describe an “Urban Indian.” You may tell students that “Urban Indian” is a term used to describe an Indian living in a city.



2. Create a [Venn diagram](#) on the board with one side that says “INDIAN RESERVATION” and one side that says “CITY”.



- a. Ask students to give words that describe “INDIAN RESERVATION” based off their pictures or words.
- b. Ask students to give words that describe “CITY” based off their pictures or words.
- c. As a class, decide what the city and an Indian reservation have in common based off student responses and write it in the center of the venn diagram.
3. Lead students through a discussion of the following questions:
- *What does a city like Seattle have in common with an Indian Reservation?*
  - *An Indian living on the reservation may be easy to describe, but how would you describe an Indian living in a city.*
  - *How do you think your identity would change if you moved to the city/reservation today? (change this question to fit the setting of your school).*
  - *Do you think living in a city would strengthen or weaken an Indian’s cultural identity? Why?*

4. Read the following statements to students:

*Relocation was a federal program begun in the 1950s in which Indian families were moved (relocated) to cities where jobs and housing for them was found*

*By 1955 3,400 Indians were living in low-rent apartments or housing developments in the cities*

*By 1960 the U.S. Census counted nearly a 3<sup>rd</sup> of the country's 525,000 NDNs as "Urban NDNs" leading to a "[rearrangement of] the map of Indian America"*

5. Students will visit the "RWS Series: Concrete Indians – Portraits of the Urban Indian Experience" at <http://www.redworks.ca/portfolio-category/concrete-indians/>
- Distribute an index card to each student.
  - Ask students to write "Relocation & the Urban Indian Experience" at the top of the card.
  - Students will describe the Relocation program and the urban Indian experience based off classroom discussion and the RWS Series.
  - Collect the cards before class ends.

## Day 2


1. Students will listen to "[PRX Piece: Urban Indian Experience: Episode 2 – A Place to Call Home](#)"
- As students listen they will answer multiple choice questions using the QUIZ TAB on the webquest. (A hardcopy of this "Federal Relocation Quiz" is also available)
  - After listening to the PRX Piece, students will answer several short answer questions about what they heard. (hardcopy of the "Federal Relocation Questions" is also available)

Special Instructions for Listening to  
***PRX Piece: Urban Indian Experience: Episode 2 – A Place to Call Home***

- visit the website H<http://www.prx.org/pieces/1147#H>
- sign up for an account using an email (it's free)
- The entire episode is 9 minutes

Materials:

- Speakers for the entire class to listen
- OR headphones for students to listen individually
- RealPlayer software



2. Students will use the backside of their index card from the previous day to add two reasons why the federal Relocation program was implemented.

